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ABSTRACT

This paper explores research on the application of the change process as it relates to administrator-teacher partnerships in the formation of a global education program. The utility of the global perspective in the empowerment of teachers is examined, together with reasons why global education often is used as a vehicle for the institution of school change and reform. The role of the administrator in the change process is explored. The principal is impacted both by the community and parents in the outer environment and the teachers in the inner environment, all seeking more voice in the decision-making process. The prospects for accountability in this process are described. Models for creating a global perspective are presented and include all disciplines and the creation of team teaching for instructional delivery. Strategies to encourage greater participation of teachers, as well as suggestions for details on negotiating change and dealing with the inevitable conflicts, also are included. (EH)

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The Principal's Role in Supporting Global Educational Programs: The Principal As the Enabler of Teacher Empowerment Via The Vechicle of the Global Perspective

Submitted by

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ABSTRACT:

A paper dealing with the application of the change process as this relates to administrator-teacher partnerships in the formation of a global education program. The utility of the global perspective in the empowerment of teachers is explored, together with reasons why global education has become a general vehicle for the institution of school change and reform. The role of the administrator in the process of change is sympathetically examined. It is brought out that the principal is impacted by both the outer environment--the community, parents--and the internal environment--the teachers, all desiring more of a voice in the decision-making process. It is pointed out that teachers taking part in decision-making must be held responsible for those decisions. Various models are presented for creating a global perspective which includes all disciplines and usually implies the usage of team teaching for instructional delivery. Ways in which the principal can prepare teachers to become more participative are included, together with details on negotiating change and dealing with the inevitable conflicts which accompany any change process. Of special note is the discussion of the principal as the enabler of a change such as bringing teachers into decision-making.

Introduction. As the demand for better schools continues to increase, research into new modes for instructional leadership is an ongoing phenomenon. Leader behavior is constantly examined, analyzed, and evaluated in order to gain insight into how school administrators may best promote reforms in the nation's educational systems. Among the changes recommended in the guidelines and mandates of states are those which call for more emphasis on global education. These efforts are critical, not only for the preparation of students to participate effectively in an interdependent and culturally diverse world, but also through the implications the movement has for the deep structure of schools and the administration of education.

Authorities on global education such as Tye (1990), regard the initiation of the global education curriculum as being a natural vehicle for such innovations as team teaching, shared decision-making between teachers and administrators, community involvement in school improvement and other mechanisms linked to school reform. The introduction of a global education program then necessitates a new comprehension of the leadership role. Leaders, as noted by Cawelti (1987, p. 3) need "appropriate skills...not only technical ones, but broader skills that focus on participation, relationships, motivation, and attitudes." To create conditions in which an effort like global education can succeed, the administrator must not only foster consensus on the goals and priorities for a program often marked by controversy and misunderstandings, but discover a process for change that leads to real

solutions. The administrative role has been defined in a myriad of terms, formulas, and theories. What is the role of leader to be in creating a system that can support and even embrace educational change and renewal? What is the primary characteristic of the administrator in schools where global education programs take hold and where they fail to fulfill their promise? How best might the reform-minded principal bring the school community together around a clear vision of education that includes a global thrust? Perhaps the most promising concept is that which perceives the administrator as enabler of the program.

The Principal as Enabler of Change. The idea of "enabling" has several distinct facets. On the most simplistic note, Corbett and D'Amico (1986, pp.70-72), perceive the enabling process as encompassing "assurance that change efforts will not fall apart by providing teachers with time and recognition for their participation in the improvement." Fullan (1985, pp. 392-395) is also aware of this importance of the allocation of scarce resources to the continuation of a new program or project. Going a step further, he finds that new practices and supporting procedures have to be incorporated into existing policy and given a place in regular school operations. "New rules, revisions, and training programs establish an organizational climate in which systematic renewal becomes a preferred alternative to crisis-induced changes, for example, mandates from the district or state."

From a higher level, enabling takes on a more symbolic or mystic characteristic, that of offering a vision through which

a school's change efforts can be mirrored. Boston (1990, pp. 87-88) writes that effective leaders hold clear visions for their organizations and have skills to actualize those visions. "Underlying each vision is a clear rationale for why things need to be different and some strategies for closing the gap between what exists and what might be." The degree to which the individual holds a clear vision, has the requisite skills to share and actualize it, and understands the school and community culture, "the greater the chance a strong global education program will be established." Picking up a key point of the idea of vision, Schein (1985) stresses the existence of an inseparable relationship between leadership and culture and states that the creation and management of that culture may be a leader's most important enabling task.

Taking a somewhat different approach to the concept of the enabling leader, Schlechty and Cole (1991, p. 79) see the task as one of "marketing change." Teachers can be persuaded to accept change and innovation by overcoming resistance. This is "selling" change...real change is effected through marketing techniques." This is brought about by ensuring the change satisfies the needs and values of the various groups impacted by the alteration. The proposed change should be organized and implemented in such a way that the values and needs are increased and enhanced. The values noted are: (1) the need for positive recognition and affirmation; (2) the need for alliliation, collegial support, and interaction; (3) the need for intellectual variety and job variety; and (4) the need for success as indicated by feelings that what one does

makes a difference and that doing things differently will indeed make a difference. In each of these areas, global education has the power to advance needs, enabling the leader to more effectively "market" the program.

The principal's role as "enabler" can be briefly described in the actions he/she engages in as set out by Boston (p. 89):

1. Communicates the importance of a global education and articulates its rationale in ways that create shared meaning with others;

2. Demonstrates trust in the ability of teachers to make professionally responisble decisions about curriculum and their own professional development;

3. Participates actively with the staff on matters of importance, for example, setting goals for a global education program;

4. Organizes school resources and structures so that they support and facilitate work toward agree-on goals, for example, time for meeting and discussion;

5. Identifies outside resources that support work toward the school's goals and facilitates their use;

6. Provides information that increases the staff's ability to mediate and integrate the multiple demands on their time, attention, and resources, allowing continued focus on shared goals;

7. Encourages and facilitates the leadership abilities of others;

8. Actively supports a school culture that acknowledge's the need for recognition, risk taking and regular reflection.

In formulating a program such as global education, which encompasses aspects as diverse as curriculum, instructional delivery practices, modes of decision-making, and so forth, the administrator must confront both social and organizational changes. These include:

1. The decline in the use of a centralized leadership model with little involvement of teachers, parents, and community in goal setting and decision making. The leader had sole authority. This model runs counter to demands by workers, including teachers, for more say-so over how their jobs are structured as well as other bases for participatory democracy.

2. The need to create an environment conducive to cooperation in which new programs can survive. Not only must the leader provide time and resources for teacher participation, he/she should, according to McGarry (1991, pp. 80-81), "must strive to offer an atmosphere in which real problem-sciving can occur. It is the administrator who encourages open dialogue and other evidence of trust, unblocks communication, uses expert knowledge of current theory and practice of what works and what does not." Leadership today requires real skills, not merely the reliance upon status or role-trappings to carry the day.

3. The leader must be committed to the concept of global education. Without confidence in its worth, he/she cannot present a valid vision of what the program can be to teachers and other interested persons. The administrator has to understand how the world has changed in the recent past, thereby calling for new strategies and methodologies if students are to be ade-

quately prepared for life in the 21st century.

The Principal and Global Education. Principals developing and implementing global education recognize that the various systems of which the school is comprised: authority system; decision-making system; reward system; and communications system, will all be affected, and ultimately changed, by the process. Principals in schools with strong global perspectives connect the program to their big-picture" of what makes up a "good" school. Thus:

(1) The program advances the realities of living in a diverse and multicultural society; it fosters awareness of other cultures, what connects Americans and what divides them. It spells out how we are different and how we are the same, as well as linking the school to the larger world.

(2) Global education programs tend to break down the traditional "top-down" decision-making process. By its very nature, such programs tend to foster participative decision-making, the enlargement of professionalism by teachers through mechanisms like team-teaching and peer support in problem-solving.

(3) As Goodman (1979) asserts, changes such as team-teaching does lead to reorganization which provides greater democratization of the workplace, greater control for the worker over his/her environment and greater joint problem solving between management and labor. Global education projects too treats teachers as real professionals capable of rational decision-making, taking responsibility for those decisions, and otherwise functioning as key players in effecting change.

(4) There exists a clear and stated practise of shared goals between administrator and teachers. All involved are committed to one another and to the program. The principal knows that the process must begin with agreement on these basic premises and goals. The process leads the participants to cope with inevitable problems, to develop solutions together, and to stay with the shared goals.

(5) As Sweeney and Lindsey posit (1991, pp. 36-37), the global education program can result in a better understanding of conflict management by all concerned. By focusing on the shared goals of the program, and not individual interests or gains, problem solving and mediating tend to be simplified.

(6) The indisciplinary nature of global education is a recognized means of coping with the fragmentation of educations into departmentalization, grade levels, isolated classrooms, and other symptoms of disconnectedness and segregation in the schools. Teachers can be more effectively deployed, the domains over which teachers make decisions expanded, and the quality of involvement by teachers and administrators alike is improved by increased communications. Further, respect builds with the heightened appreciation for mutual interdependency and wider interactions among staff on all levels.

(7) The global education format offers positive ways in which principals can motivate teachers, build self-esteem, push professional growth, and prevent burn-out. The shared decision-making, increased communications with peers, and other aspects of such programs, offers more than the usual individualistic ways of coping with stress and job dissatisfaction.

Components of Principals as Enablers: Readiness. In this phase, the administrator plans for and begins to move toward incorporating a global education program. It is up to the administrator to create a climate in which the process can begin to develop. Most important is assuring time and other resources for teachers to participate in decisions pertaining to curriculum, instructional delivery strategies, materials, community involvement and so forth. This stage is composed of several factors:

1. The principal believes in the value of the program, demonstrated by his/her allocation of time and resources.
2. The principal believes the teachers are capable of making good decisions pertaining to the program and that they should be involved in the decisions which will affect profoundly the construct of their classroom procedures.
3. The principal identifies teacher leaders, those who seek added involvement and responsibility. Of particular value are instructors who demonstrate commitment to the premises of a global educational program and to the idea of teacher empowerment. Resources and professional development opportunities should be arranged so as to further competency and increased interaction with peers. Teacher leaders will participate in collaborative program planning, implementation, and assessment procedures, and take part in team-building activities. Underlying all should be a basic respect, exhibited by the enabler, for the teacher-leader as a professional and sufficient reward structures have to be included to sustain motivation to function as leader.

Sprinthall and Thies-Sprinthall (1983) have noted that several elements comprise a model for teacher as learner: (1) significant role-taking experiences; (2) careful and continuous guided reflection and integration, and (3) continuous programs, as well as (4) personal support and challenge from a mentor such as the school principal.

4. The principal is patient and realistic, believing in starting small and building on success. The principal utilizes developmental strategies, matching as noted by Glickman and Gordon (1987, pp. 64-68), "their assistance to teachers' conceptual levels, but with the ultimate goal of teachers taking charge of their professional development through the sharing of decision-making powers." The ultimate aim of the enabler, according to this view, is to have all teachers "operate at the group problem-solving level, with the principal using non-directive, interpersonal behaviors to facilitate the group's own decision-making." The group generates its own data on global education, analyzes that data, and decides on appropriate responses. The enabling principal serves primarily as group facilitator. The enabling leader resists the temptation to "take charge" even when this courses is desired by teachers.
5. The enabling principal assists staff members in the creation of a knowledge base. In order to inculcate a new program, sufficient information must be made available. Access to resource libraries, workshops, institutes, study tours, regional meetings, and similar mechanisms, permit teachers to gain background in the many models of global curriculums and materials already in

existence. Moreover, the enabling principal shares research on curricular trends, new instructional methodologies and delivery systems. They provide the opportunities to discuss and debate these concepts. Budget information is shared so that teachers are aware of monetary constraints that deter the implementation of a new program such as global education and restrict the purchase of some materials. District and state mandates and their impact on the new curriculum should also be shared with the teachers.

6. An important aspect of administrator enabling is the development of group process skills in order to facilitate consensus on group decision-making. Faculty and in-service meetings can be utilized for the development and honing of skills. Rosenholtz (1989, pp. 438-439) notes the need for practice through increased communications, brain-storming, data collection, conflict resolution, consensus building, and problem-solving.

7. The enabling principal establishes solid channels of communication between and among all staff members. This is essential if all concerned are to feel part of a team effort to implement a new program and to empower themselves as a valued team member. All have to feel they have a voice in decisions. Procedures then have to be put in place for them to state their views and beliefs, values, and needs. Existing lines of communications, for example, faculty meetings and departmental meetings remain important but the enabling principal charts new and increased opportunities for exchange.

This may include an open door policy in regard to their offices with encouragement for staff to step in. He/she is visible and accessible.

Components of Principals as Enablers: Experimentation. Maeroff (1988) suggests that rather than focusing on adopting "proven" practices in the creation of a program such as a global education format, the enabling administrator is more inclined toward utilization of techniques, including action research, that will lead to improved classroom practice and become a stimulus for both the cultural transformation of schools and the restructuring of the teaching profession. Sagor (1991, pp. 6-10) describes in detail how teachers, with the support of their principals, worked together on a program for at least one full academic year. Problems in setting up a particular program were identified and data collected. The administrators functioned as "critical friends" offering feedback. Their primary agenda was to assist the project and its outcome. The administrator shares with staff his/her motives and intent at the time of the first interaction, and participates only at the continued invitation of the project. The experimental agenda was set by the teachers, and the administrators acted as assistants, very different from top-down decision-making on programs.

The experimental modus is present as well in Brandt's discussion (1987, pp. 41-42) with the Superintendent of the Pittsburgh school system. It was noted that many things must be going on in a newly planned and implemented program because no one knows what

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will work and what will not in the unique culture of a given school. "The more ideas tried out, the more people involved, the greater the likelihood of creative solutions to problems." It is "okay" if some things do not work or do not work as supposed originally. This is in direct opposition to those who argue schools should not be laboratories for untested ideas or social agendas, that before a program is implemented, results should be "guaranteed." It is pointed out that this is not the way that results in progress.

A third way in which the administrator enables through experimentation is via a community input into the process. Tapping into the community offers a chance to enrich the global education program and the school itself, thereby enhancing student learning while strengthening community support. Community members can be actively recruited to contribute to the program and the community itself can become a laboratory for exploring myriad examples of global links and universality. Experimental processes may assist in the development of products that satisfy the different needs and expectations of a diverse, multicultural constituency. Such change requires taking risks and breaking old habits. Parents and others from the outside environment have to be looked upon as partners rather than roadblocks or interferers in the educational process. The enabling administrator recognizes these "outsiders" as worthy participants in the experiementation that surrounds a new program, as colleagues to be valued and consulted.

Components of Principals as Enablers: Refinement of the Process.

The enabling principal is aware that the complexity of schools today, in particular when changes in curriculum are contemplated,

requires the development of leadership and responsibility within the staff. Lieberman (1988, pp. 648-658), notes some of the means available to the administrator: (1) encouraging teachers to seek outside funding for global education through grants and foundations interested in advancing such curriculums and programs; (2) supporting peer coaching and supervision by teacher leaders who have participated in workshops, seminars, and other processes devoted to the education of staff in global education principles and procedures; (3) working with teachers to derive at the decisons inherent in the creation of a global education program, including the allocation of time and funds; (4) assist in the formation of new mechanisms for instructional delivery, most importantly perhaps, team teaching techniques which provides a complementary approach to global education; (5) take part in networking with other administrators who are already, or are in the process of, a part of the global education movement. These components are vital in light of the findings of Sergiovanni (1987) that it is teachers who provide much of the leadership in global education today. They participate as learners, improving their own knowledge and skills in the area, as members of teams and committees, rewriting curriculum guidelines and developing appropriate materials, and as decision-makers, working with administrators to improve their own, their peers' and their school's practices and culture in an era of change and reform.

As stated by Boston (p. 96), teacher leaders of global education programs exhibit many of the same characteristics as their principals. "They hold a clear vision of global educaiton in

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their schools and understand its rationale. They are able to communicate their beliefs to others and are not afraid to share leadership tasks with administration." At the same time, they exhibit basic respect for their colleagues and welcome collaboration." They see themselves as active learners and seek new information. Implicit is the idea of trust and cooperation that must exist between the administrator and the teacher leaders responsible for much of the implementation of a global education curriculum.

The Global Perspective To Be Recognized by the Administrator. The administrator seeking to place in operation a curriculum or program rooted in global educational precepts, must be aware of the "bare bones" of the concept. According to the Florida Advisory Council on Global Education (1981), these consist of: (1) global education is the process that provides students with the knowledge, skills and attitudes necessary for them to meet their responsibilities as citizens of their community, state and nation in an increasingly interdependent and complex society; (2) it fosters the ability to conceptualize and understand the complexities of the international system; (3) it creates a knowledge of world cultures and international events; and (4) it provides an appreciation of the diversity and commonalities of human values and interests.

The focus of building a global perspective can be examined in the five dimensions noted by Kniep, (1987). (1) perspective consciousness---recognition by the individual that his/her view of the world is not universally shared and that others have very different conceptions and ideas about the world; (2) awareness

of prevailing world conditions and developments, including such examples as population growth, migrations, economic conditions, and conflicts; (3) awareness of the diversity of ideas and practices found in societies around the world, and of how they compare and contrast across cultures; (4) knowledge of global dynamics, key traits and mechanisms of the world system, of how change occurs, and (5) awarness of human choices which confront individuals, nations, and humans as a whole as consciousness and knowledge of the global systems expand.

Scope and Sequence of a Model Curriculum for Global Education--Suggestions in the Planning Process. Kniep (1989, pp. 399-403) details several ways to bring order to the planning process. He proposes four essential elements of study that set the boundaries for the scope of the global education program: (1) the study of systems---including the economic, political, ecological, and technological systems dominating our interdependent world; (2) the study of human values---both universal values defining what it means to be human and diverse values derived from group membership and which contribute to unique world views; (3)the study of persistent issues and problems---including peace and security, national and international development issues, local and global environmental issues, and human rights issues; and (4) the study of global history---focusing on the evolution of universal and diverse human values, the historical development of contemporary global systems, and the antecedent conditions, and causes of today's global issues. The holistic character of global education should be maintained so that the sequence of study leads to

broad and transferable conceptual understanding of patterns, relationships, and the interdependency of the world today. Connections across disciplines are to be fostered.

Parker (1991, p. 120) suggests organizing the global perspectives curriculum around three themes: (1) concepts: the big ideas forming the mental structures and language that persons use for thinking and describing their world. The concepts used in such a curriculum are usually abstract and relational, not labels for real, concrete things, but how people, things, and events relate to one another. Examples would be conflict versus cooperation and unlimited wants versus limited available resources. (2) phenomena: themes chosen to increase understanding of the world's systems, cultures, and historical evolution. People, places, and events are stressed, whether as actors and components playing major roles, for example, specific nations, individuals, or cultural groups, or major events that have contributed to the development of contemporary world systems and the evolution of diversity and commonality of human values and cultures. (3) problems: themes at include global issues and problems confronting the modern world. An understanding of the history surrounding the problem theme and the ways in which problems and their solutions relate to cultural perspectives and human values are stressed. Examples of problems which cut across disciplines include environmental issues such as acid rain, depletion of the rain forests, and world warming and developmental issues such as overpopulation, technology, and world trade.

In more specific detail, (Kirkwood, 1990, pp. 153-154) des-

cribes the conceptual framework utilized in a global education program in Dade County, Florida. In Dade County, as in other school systems, global education is approached through the infusion strategy rather than simply established as separate course(s). The infusion of global awareness makes content relevant and alvie to students within the perspective of their own lives. An extensive set of guidelines and activities was designed by administrators and teacher leaders and then incorporated into the various departments in order to offer different experiences. In collaboration, for instance, math classes focused on such matters as international trade, conversion of the American dollar into other currencies, the preparation of graphs on populations and hunger, the distribution of natural resources and wealth around the world, and debates on the advantages and disadvantages of different measurement systems. The science classes looked at new scientific technologies and their applications, discussed prospects for the world in view of such phenomena as global warming and extinction of species, and studies dealing with how climate and natural resources affect future growth and development. In social sciences, effective citizenship for the 21st century was the pervading theme. Too, different cultures were studied in order to understand how peoples create social environments and systems, shaped by their own unique values, beliefs, traditions, technologies and needs. This is but a sampling of how the various disciplines combined to produce a curriculum oriented to the global perspective. The overall objective was to make students more aware of the world around them, its richness and diversity.

Global Education Context for Administrator-Teacher Partnerships.

There are distinctive facets about global education that tend to serve the development of partnerships and cooperation among teachers and their administrators. It is indeed an ideal context for the formation of closer links between the two groups, one that is given heightened priority because of calls for overall school reform and accountability, as well as the new recognition of the importance of a global education curriculum for all students on every level. (1) Being interdisciplinary in nature, a wide range of contacts and linkages can be forged, including the introduction of team teaching where such does not yet exist, the breaking-down of walls dividing disciplines, classrooms, and the school office. Everyone can make a contribution to a school in the area of global education. (2) Classroom teachers trained in global education can be valuable as teacher leaders, acting as a link between teachers and administration. (3) The democratic formation of global education breaks down the concept of expertise and authority which has functioned as a barrier between teachers and administrators. Everyone learns from everyone else. (4) Global education is far different from packaged, standardized curriculums developed in the 1960's and 1970's, for which the "new" math is one rather infamous example. These were put together in a context far from the classroom, the input of teachers, or the administrators of the individual schools. Models were "imported" from universities and research centers; those model might or might not have had meaning in the local setting. Certainly, teachers and principals alike felt little ownership of the programs and little com-

mitment to its to its ultimate success or failure. Because of these factors, many such ambitious curricular changes were eventually dropped altogether or just failed to attain the significant changes they were supposed to generate. (5) Global education programs are most successful when both the interal environment, composed of teachers and administrators, and the outer environment, made up of parents, community groups, business and other leaders, combine their efforts. Teachers are recognized as the primary entity for the delivery of global education precepts; for this reason, they must become part of the decision-making process.

Qualities of the Successful Program. The long-term goal of the successful program must be the creation of trust between administrators and teachers; this is coupled with the development of a quality curriculum and a decision-making process which is satisfactory to administrator and teachers alike. The partnership hinges on the understanding that : (1) the culture and leadership of the school and the curriculum are vital; (2) global education is for everyone; (3) the partnership must be rewarding to all involved in its implementation; and (4) a conceptual framework for global education must be firmly established.

According to Goodlad (1988), the essence of leadership is the creation, maintenance, and renewal of a culture, for example, the partnership of administrator and teachers. At each stage of evolution of that culture---group formation, group building, group work, and group maturity---leadership plays the key role in the quality of the program. The leadership is rendered simpler due to the recognition of many participants that global education

is of high societal import. Once the leadership that is traditional in format---the administration---has established a partnership stemming from trust, an "us" rather than "them" mentality, that trust is expanded outward. This consists of harnessing the creative efforts, the desire for change, present in many potential teacher leaders. After this is accomplished, administrators should "back off" the day-to-day operational processes of the program.

Conditions for a Model of Change. Whatever the focus might be, in this instance the creation of a global education perspective, certain conditions are present if the change is to succeed: (1) Clear Perception---avoid a negative image of the proposed change; avoid double standards, something being evaluated as "good" when fostered by administration, "bad" when teachers do it; do not oversimplify positions of others, for example, some teachers do not want to be part of a team, do not believe in global education precepts, or do not want more responsibility for decisions; be aware of expectations and preconceptions; view all participatns as potential problem solvers. (2) Cooperation Facilitates Communication---induce cooperation, norm of fairness; initial cooperation, provide motive for change by showing the gains will, ultimately, outweigh the difficulties brought about by change. (3) Must Build Trusting Climate---behaving in a trustworthy manner; teachers must feel there is a concern for their concerns; (4) Power--the recognition that administrative power is not lost through a shared decision making process; knowing that power is not a limited quantity, nor does it have fixed parameters; the adminis-

trator does not lose power by sharing power, he/she can gain power through delegation; (5) Responsibility and Power--those who are responsible for a program, for instructional delivery of that program, and so forth, should have power over decisions; those who have power must be more responsibile, and usually respond to the challenge by being so; power comes from knowledge, administrators and teachers must share their own unique areas of know-how.

The Negotiation of Change. Again, whatever the focus for change, in this instance the implementation of the global education concept, certain themes serve to act as a framework for change "managed" by teachers and administration acting together: (1) comparing and contrasting the benefits of shared decision-making in the creation of a global education program with those emanating from the administrator-only format. For example, if teachers want to have a voice in the allocation of resources for the program and in the creation of new ways to deliver instruction, are they willing to take responsibility for the success or failure of those decisions as the administrator must? (2) exploring differences in perceptions among teachers and administrators. For example, do both parties agree on what decisions are to be shared and which remain vested in administration only? Do all understand how a program organized around the global premise would function? What is included? How would the curriculum change? (3) being purposive and proactive rather than merely reacting to change; (4) able to distinguish between issues of perception, emotion, and communication and those of real substance.

For example, teachers may fear loss of control over how they instruct if placed in a team; administrators may fear they will still be held accountable for decisions made jointly with teachers who may shirk responsibility for bad choices. (5) a determination of the underlying needs, interests, and concerns of all parties, including not only teachers and administrators but parents, students and others impacted by the proposed change; (6) the invention of options that will benefit both teachers and administrators alike. This component derives from component 5. All teachers, for example, may not want leadership responsibilities; others may actively crave more responsibility. There should be a place for both. Choices should be created in respect to instructional delivery, materials utilized, and how the global perspective should be inserted in each discipline. How should decisions be made: by department, by teacher leaders reporting to the administrator, by the entire staff? Should some decisions be made via one mechanisms, another type via a different route? (7) setting standards, independent of the will of either the that of teachers or administrator to judge issues, goals, and outcomes. What distinguishes "success" from "failure" and how should the evaluation process be accomplished fairly? (8) the recognition that inevitable conflict is not just good or bad, that it can be made to work for the benefit of all if managed properly. Conflict is necessary in order to have change and growth. Much conflict stems from the theory of scarcity. For example, teachers may feel they do not have enough time for meetings and discussions that will lead to good decisions. Administrators can manage this conflict constructively through proper

allocation of in-school time for such meetings. Further, conflict provides a medium for problem solving and helps eliminate existing or potential sources of dissatisfaction. In the negotiation of conflict, a win/win or collective gain should be aimed at. The goal is the creation of an integrated point of view where there is neither right or wrong, both sides have valuable insights, and each party works at understanding and respecting where the other is coming from.

Conclusions. Schools can be characterized by types of leadership, the cohesion and synergy of their social systems, the governance processes they employ and their relationships with the communities they serve. Each of these variables is of importance in an era of educational change and reform. The growing priority of educating the young for the 21st century, for citizenship in an increasingly interdependent and shinking world, has led to much emphasis on a curriculum focused on a global perspective. More than ever before, students need to learn attitudes and behaviors that recongize and promote interdependence and cooperation in political, economic, social, and technological concerns. In order to implement such a curriculum, the input of teachers, those primarily responsible for implementing such a program, is critical. And, if they are to be responsible for the ultimate success or failure of a global education, then teachers rationally need a larger voice in the decision-making which surrounds such an effort. Not only the curriculum but the traditional administration of the school requires transformation.

School administrators often find themselves the objects of pressures from both the external and internal environments which surround the schools. Parents, community, business, and other interest groups demand more input into the educational process; teachers have their own visions of what is needed for organizational improvement. Confidence in the quality of public school and decisions mandated from the top down has been decreasing. Budgets shrink, governmental curricular requirements often not based in reality proliferate, traditional modes of organization in which roles and responsibilities were divided and clear channels of authority existed, are now questioned. The administrator is forced to change his/her notions of "school," but is expected as well to bring about effective, creative, and conceptual organizational change in a complex, uncertain, turbulent environment. To do so he/she is expected to improve communications, foster trust and cooperation, encourage participation, and share decisions with teachers. All these pressures tend to be confusing and contradictory. Proponents of global education have long held that the initiation of such a curriculum offers a valid and effective means of bringing about the necessary changes in school organization, providing the perspectives, tools, and strategies needed. Shared decision-making models are the key to the process.

Change leadership revolves around the idea that there is a real need to find, develop, and implement new and better ways of decision-making. It is understood that the organizational structure of school decision-making establishes either a positive

or negative climate, a climate which affects teacher satisfaction and morale. In the traditional milieu, all decisions are made by the administrators rather than by or in collaboration with teachers. Teachers are then expected to carry out those decisions. By its very nature, a global education program militates against this climate; it promotes team teaching, for example, which breaks down walls among teachers and encourages discussion of common problems and possible solutions. Further, it stimulates input and participation as well as collaborative action.

The change-minded administrator perceives teachers as fellow professionals who care about their work, their students, and their school community just as the administrator does. The same leadership skills and understanding of the school culture which are utilized in integrating and implementing a global education program can be devoted as well to developing participation and decision-making on the part of the teachers involved in that vision. Power shared is not, as some administrators assert, power lost. Just as global education fosters cooperation, collegiality, interaction, and responsibility, so too does teacher participation in the making of those decisions they must live with.

Teachers provide much of the leadership of global education programs in the United States. This can only increase and continue if administrators are willing to work with teacher leaders in an atmosphere of shared goals and mutual trust and cooperation. In this effort, the collaborative idea of global education helps by building and reinforcing norms of professional interaction and sharing in the change process surrounding a common purpose.

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